

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Shane Palmer Dent

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Oatville Elementary School

(As it should appear in the official records)

School Mailing Address 4335 South Hoover

(If address is P.O. Box, also include street address.)

City Wichita State KS Zip Code+4 (9 digits total) 67215-9338

County Sedgwick State School Code Number* 020

Telephone 316-554-2290 Fax 316-554-2292

Web site/URL http://USD261.com E-mail dent@usd261.com

Twitter Handle twitter.com/USD261 Facebook Page Haysvillepublicschool Google+ _____

YouTube/URL _____ Blog www.USD261.wordpress.com Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Dr. John Burke E-mail: jburke@usd261.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name USD 261 Haysville Tel. 316-554-2200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Susan Walston
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	19	25	44
K	34	25	59
1	24	36	60
2	22	40	62
3	30	42	72
4	32	26	58
5	27	32	59
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	188	226	414

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 8 % Asian
 - 3 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 33 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1	414
(5) Total transferred students in row (3) divided by total students in row (4)	0.060
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 9 %
37 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Lao, Thai, Khmer, Chinese, Spanish, Vietnamese, Arabic
8. Students eligible for free/reduced-priced meals: 52 %
 Total number students who qualify: 217

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 16 %
66 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2 Autism	0 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	1 Specific Learning Disability
2 Emotional Disturbance	37 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	18 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	15
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Oatville Elementary is located in Wichita, Kansas, but is part of the Haysville USD 261 school district. Haysville's median age of the population is 37.7 years, and the average household income is \$58,218. The Haysville community is 14% college educated and 9% unemployed. The city's major employer is USD 261, with over 800 employees, while the city of Haysville is second on the list with roughly 80 employees. We are located in south-central Kansas, five miles south of the second largest city in Kansas, Wichita, which is also known as the "Air Capital of the World."

Oatville was built in 1874 and was a small school that served the neighborhood children and their families. Today, we still serve as the neighborhood school; however, children living outside the boundaries of the Haysville district also attend Oatville; they are drawn to our school because of the high academic standards exhibited here. The building was rebuilt in 1967 at its current location. Oatville has been remodeled four separate times to accommodate the changing and growing needs of our community. We are a pre-kindergarten through fifth grade building, with 414 students currently enrolled. Our changing demographics have affected our reporting status, and we are now a Title I School. Our English for Speakers of Other Languages (ESOL) population, the highest in the district, is represented by 12 different nationalities of students. Because of continued growth in student population areas including ESOL, special education, and migrant students, we now provide additional support with paraprofessionals and tutoring opportunities.

Every school day begins with our entire student body watching our Oatville News Network and reciting Oatville's mission statement: "Today's Learners...Tomorrow's Leaders." To support our mission statement, we have adopted the PRIDE model as our character education vehicle to guide our students to grow beyond the boundaries of school. PRIDE is an acronym for Preparation, Respect, Integrity, Discipline, and Excellence. In addition, all Oatville staff members have received extensive training in and implements Capturing Kids Hearts™, a character education initiative that encourages all those in the school setting to build positive, productive, trusting relationships that prepares the way for high performance, not only in the classroom, but also in everyday life. Our teachers understand that we must capture kids' hearts to capture their minds.

Our certified teaching staff at Oatville Elementary consists of two pre-kindergarten teachers, two kindergarten teachers, three first grade teachers, three second grade teachers, three third grade teachers, three fourth grade, and three fifth grade teachers. We are also fortunate to have a full-time instructional coach and an ESOL teacher who provides services for students at all grade levels. We have two full time special education teachers, one of whom is an autism specialist. We have a P.E. teacher, music teacher, and a computer teacher. The support staff is a vital part of Oatville. The Oatville team is unified in its efforts to reach each and every child, supporting all to achieve their personal best.

Many traditions have been established at Oatville. All students go on field trips, participate in programs such as DARE (Drug Abuse Resistance Education), Red Ribbon Week, the Oatville Spelling Bee, PRIDE day, and the "Reading is Fun" book giveaway. Oatville parents have the opportunity to become involved in many ways through the Parent Teacher Organization (PTO). Activities sponsored by the PTO include a book fair, Chuck Wagon Dinner, Pioneer Day, Muffins for Mom, and Donuts for Dad. Oatville facilitates Parent-Teacher Conference night twice a year, where on average 98% of parents attend and participate with their children in conversations with the classroom teacher as part of the educational experience.

We are honored to have earned this nomination. We believe that this application will articulate the many reasons that Oatville is relentless in its quest to become a National Blue Ribbon school. And, with this nomination, we understand the responsibilities and opportunities that this holds in promoting "Today's Learners...Tomorrow's Leaders."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State of Kansas administers State Assessments in Reading, Math, Writing, Science, and Social Studies. Tests were developed by the Center for Educational Testing and Evaluation at the University of Kansas based on State and National Standards in each of the content areas. These standards are located on the Kansas State Department of Education website, www.ksde.org. The reading and math assessments are administered online to students in third, fourth, and fifth grade. These assessments are part of the Quality Performance Accreditation process and are administered each spring.

To meet the Kansas Standards, the minimum expectation is that students perform at the Meets Standard level in reading and math. Our goal is for 100% of students to meet or exceed the "Meets Standard" category. To achieve the State Standard of Excellence, a school must have at least 25% of students achieving at the Exemplary level and no more than 5% at the Academic Warning level.

Our performance data for the Kansas Reading Assessment for third through fifth graders is reported using the following performance levels and percentage cut points:

- Exemplary (88-100): Student independently demonstrates the ability to go beyond the text consistently.
- Exceeds Standard (80-87): Student independently demonstrates inferential understanding within a text.
- Meets Standard (68-79): Student demonstrates a literal understanding of text with instructional support before, during, and/or after reading.
- Approaches Standard (57-67): Student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete.
- Academic Warning (0-56): Student does not meet any of the preceding criteria.

Reading Assessment scores have shown a trend of maintaining high levels of performance over the last six years. In 2011, 98% percent of our students performed at or above the Meets Standard performance level, and 0% scored at the Academic Warning level. We received the Standard of Excellence award for Reading in 2006-2011 in not only grades three through five, but also building wide.

Our performance data for the Kansas Math Assessment for third through fifth graders is reported using the following performance levels and percentage cut points:

- Exemplary (88-100): Student demonstrates superior knowledge and a comprehensive understanding of all mathematics standards (number sense, algebraic concepts, geometry, and data interpretation).
- Exceeds Standard (78-87): Student demonstrates a high level of knowledge and comprehension within at least three of the four standards.
- Meets Standard (62-77): Student demonstrates sound knowledge and understanding within four areas of the standards, but may not be able to apply his or her understanding within each of the four areas.
- Approaches Standard (54-61): Student is having difficulty consistently demonstrating basic skills, concepts, and procedures across one or more standards.
- Academic Warning (0-53): Student does not demonstrate understanding of facts, concepts, or procedures across one or more standards.

Math Assessment scores have shown a trend of maintaining high levels of performance over the last six years. In 2011, 99.5% percent of our students performed at or above the Meets Standard performance level, and 0% scored at the academic warning level. We earned the Standard of Excellence in Math in 2006-2011 in not only grades three through five, but also building wide.

The past six years have not reflected any consistent gaps in our disaggregated subgroups. For example, the gap between our free and reduced-price lunch population versus our ESOL students is less than 1%. We continue to monitor all groups at each grade level, even though there are no gaps.

Additionally, our school has received the Governor's Achievement Award in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012. To receive this elite honor, a school must have been among the top 5% of Kansas schools in both reading and math on the state assessments. This recognition encapsulates the sustainable academic achievement that Oatville Elementary School has accomplished.

2. Using Assessment Results:

Continual use of formal and informal assessment data is crucial to the understanding and improvement of student performance at Oatville. All students begin the year by participating in a variety of assessments. For reading, we use the Phonological Awareness Skills Test (PAST), district phonics assessment, AIMS Web, Bear Developmental Spelling, and Standardized Test for the Assessment of Reading (STAR). For math we use AIMS Web Math-Concepts and Applications (M-CAP), AIMS Web Math-Computation (M-COMP), and AIMS Web Early Numeracy. These assessments are given once in the fall, the winter, and the spring. Evaluation of students' mastery of the state content standards is accomplished through the administration of the Kansas State Assessments.

With the leadership of the Instructional Coach, intense vertical and horizontal grade-level articulation is used to study and analyze assessment data. Evaluation of students' mastery of the state content standards is accomplished through the administration of the Kansas State Assessments. The data from these assessments, along with numerous formative classroom assessments, is used to identify learning gaps in our instruction. Teachers have clear instructional entry points for every child and are able to differentiate their instruction to remediate deficiencies as well as enrich the curriculum to accelerate learning.

In the fall, teachers in grades three through five use the Interim Assessments developed by the Kansas State Department of Education to allow students the opportunity to practice skills needed for the Kansas State Assessments. Our teachers are able to adjust their instruction to be sure students have a solid foundation of the Kansas Content Standards. Assessments help identify and target individual student needs within the classroom. In addition, the need for intervention and enrichment is addressed. Informal assessments, such as teacher observation and specific curricular assessments, along with a wide body of evidence, are used to evaluate progress and plan strategies.

The Cognitive Ability Test (CogAT) is administered to students to provide early identification of students with advanced potential. The strategies and goals on the test are then used to enhance instruction for these gifted and talented students. Oatville has never lost sight of the importance of motivating our gifted population to achieve and want more from their educational experience.

This year, after analyzing our data, the staff identified writing, specifically short constructed responses, written summaries, and the incorporation of more oral language strategies into our instruction as the areas of focus for our collective work. The staff has engaged in grade level teamwork and vertical articulation to discuss our writing program and introduce new instructional strategies that ensure every student at Oatville will be a proficient writer. On-going, specific, and timely feedback to students contributes to increasing students' writing proficiency.

Through the use of assessment, students, teachers, and parents are working together to improve school performance for every student.

3. Sharing Lessons Learned:

Teachers at Oatville Elementary share a commitment to educating young people; this dedication transpires through their munificence and generous sharing of educational strategies that benefit every child's capacity to learn.

A continued movement away from traditional textbooks and paper and pencil instruction to more authentic teaching practices has enhanced opportunities for Oatville teachers to share educational resources and instructional strategies. Every teacher is a member of a district or building curriculum committee. Each committee meets throughout the year to collaborate on their common curriculum and summative assessments.

Equally important are the shared resources and teaching strategies that have been collectively organized into live binders by subject and are available to all teachers in the district. Teachers share resources and strategies that they use by posting their successful ideas in the live-binder.

Oatville teachers have led numerous district professional development meetings, sharing teaching strategies to provide differentiated student-centered instruction and the expanded use of technology. One teacher from Oatville helps the new teachers in the district to receive Literacy First reading training. Last year, the principal of Oatville was asked to present at the Kansas Department of Education annual conference in a round table panel discussion with an audience of over 100 Kansas teachers.

Professional development has been provided by Oatville teachers to schools both in and out of the district. These teachers enthusiastically share their knowledge of many topics, including the innovative use of flexible groups to provide differentiated student instruction, integrating subjects, communication arts, and math strategies. In addition, Oatville teachers have formed a partnership with area schools to provide affordable professional development covering topics that include the Six-Trait Writing program, math manipulatives, technology, and library resources.

Oatville classroom doors are always open to visitors. This school's teachers are willing to share instructional strategies, assessment tools, and methods of collecting and organizing data with other schools. The Oatville teachers' passion for teaching and dedication to the success of all children is readily conveyed to all visitors of the school.

In the event that Oatville Elementary School receives the Blue Ribbon Award, this recognition would validate our hard work and commitment to our Oatville students. With such an honor comes the professional responsibility to invite other teachers from our district and surrounding communities in for workshops or trainings at our learning center.

4. Engaging Families and Community:

Community-based and in-school educational programs are offered during the school year by the local police, and fire departments. The Haysville police officers develop a strong rapport with our 5th grade students through the weekly Drug Abuse Resistance Education (D.A.R.E.) program. This curriculum culminates in a D.A.R.E. graduation, honoring students whose essays best reflect the D.A.R.E. message. Fire-safety contests are sponsored by the Wichita and Haysville Fire Departments. These firefighters also take time out of their busy schedules each year to teach fire safety and first aid to our students. A highlight for our primary students is spending time on the fire truck with the firemen.

Key to the success of Oatville is the high level of support we enjoy from an astounding majority of our Oatville parents and guardians. Our teachers are in constant contact with our students' families in order to ensure parents are aware of their children's progress, strengths, and weaknesses. Teachers provide parents with weekly and monthly updates on skills being taught in all subject areas and, likewise, maintain daily contact through phone, e-mail, and written communications. These solid relationships create opportunities for teachers to provide parents with interventions that can be executed at home, helping to secure a student's chance for success. Given our large multilingual population, this is not always an easy task, but staff members, family members, and community members are routinely recruited as translators to ensure all communications are comprehensible.

Teachers communicate expectations to parents at the beginning of the school year at Oatville's fall open house. Members of the PTO are present, enlisting new members and inviting them to volunteer for the many activities hosted by the PTO during the school year.

Oatville and the Haysville USD 261 district offer two programs that have been very successful in engaging families and their students. Love and Logic, a free class offered to USD 261 families, gives parents the tools and resources needed allowing them to improve their parenting skills. Additionally, many Oatville students are part of a summer program called HOPE (Haysville's Ongoing Pursuit of Excellence). This program offers students a safe and orderly environment to keep students engaged in academics during the summer.

Additional partnerships shared by USD 261 and the Haysville community include:

- Summer Reading Program - Haysville Library
- Food for Kids Backpack Program
- Ministerial Alliance
- Oxychem/Air Products finance an outdoor learning facility near Oatville

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Oatville Elementary School provides a balanced curriculum for all students. Expectations for student achievement are rich, with curriculum development and implementation supported by research-based content standards. The inquiry-based curriculum strives to provide meaningful instruction, authentic learning opportunities, and a deeper understanding and application of real world experiences.

Balanced, explicit, and differentiated instruction drives the reading and language arts curriculum. Two full hours are dedicated daily to reading and language arts, with an additional 20 minutes of monitored independent reading practice. All of USD 261 uses the Literacy First framework, created by Catapult Learning. This approach to reading and language arts instruction formats the literacy block with one hour of whole group instruction, and one hour of flexible group instruction. During whole group instruction, teachers focus on the following literacy skills daily: shared reading, vocabulary, comprehension, fluency, word study, and oral language. The flexible group time is built around differentiation of instruction. Students are taught in small groups or one-on-one, with the students' individual needs driving instruction. At the primary level, children build on foundational skills as they progress through phonemic awareness and phonics instruction. In addition, fluency and comprehension skills are integrated. At the intermediate level, the focus typically shifts to word study, comprehension, and fluency. At all levels, developmental spelling and writing is taught. Additional tier 3 instruction is designed and implemented as needed, and these additional intervention strategies are provided outside the reading block, supporting our Multi-Tiered system of Support (MTSS) structure.

In mathematics, Oatville students receive 60 minutes of instruction daily and are encouraged to make the connection to real world applications. Our curriculum has spiraling instruction with an inquiry-based investigational approach that focuses on problem solving skills. The math curriculum incorporates at all grade levels the understanding and application of problem solving, numbers and operations, measurement, geometry, data analysis and probability, algebra and functions, and communication and reasoning. Additional one-on-one support for students is provided as needed.

Science education utilizes the inquiry-based hands-on approach. Teachers use traditional science books, leveled readers, and science kits which require students to engage in cooperative learning groups to observe, question, process, apply and communicate scientific thinking. Students organize, plan, and reflect on the scientific process in hands-on and collaborative learning activities. Oatville has always acted on the belief that all students should be life-long learners who value science and are confident in their abilities to think and communicate scientifically; this commitment supports our implementation of the college and career ready standards.

The social studies/health curriculum follows the natural progression from self, family, communities, and world. The curriculum helps equip students with specific skills that help them become involved, informed citizens. The focus is to guide students to see the relevance of the past, so to better understand the present, and prepare for the future. Developing students who are responsible, participating citizens within the framework of character education and democratic principles and ideals is the ultimate goal. Social studies texts are also utilized as valuable pieces of informational text that can be pulled into the literacy block.

Oatville Elementary provides students with rich and varied opportunities to participate in the fine arts. All students, grades Pre-K-5, attend music classes. The music curriculum is based on national standards that embrace awareness and perception, production, creativity, and appreciation. Students perform musicals for the community twice each school year. The Oatville 5th grade students have the option of enrolling in band or orchestra.

All students receive physical education. This class includes indoor and outdoor activities and games. Students are tested for the Presidential Physical Fitness Award, and are motivated to work hard to achieve the requirements. Physical education classes provide great enjoyment for our students, but many other

concepts are reinforced during this part of the school day; healthy habits, sportsmanship, and citizenship skills are part of the daily lessons learned.

In addition to having a technology teacher who instructs all classes at Oatville, technology is infused throughout all curricular areas. The objective is to make the use of technology a consistent tool enhancing each student's learning. Our students have access to three computer labs, surface tablets, Mimios, projectors, and Doc-cams. Teachers strive each day to use technology in their classrooms, and provide learning targets that entail technology applications.

2. Reading/English:

Oatville Elementary School, as well as all of USD 261, uses the Literacy First process, created by Catapult Learning, for language arts instruction. The teachers at Oatville solidly believe that effective and explicit instruction based on criterion referenced assessments is the single most important component of a successful reading program. Through our assessment process, each teacher has a complete reading diagnostic profile for every child. That data is used to drive differentiated instruction. This diagnostic approach allows teachers to understand each student's individual readiness for the specific continuum of skills. Students are grouped in flexible skill groups for each of the literacy components: phonemic awareness, phonics, comprehension, fluency, and word study. These skills are explicitly taught at the teacher table and applied in differentiated literacy centers at the student's zone of proximal development (ZPD).

Literacy First components taught in the whole group setting include shared reading, comprehension, fluency, vocabulary, oral language, word study, and monitored independent reading practice. The skills are focused on daily.

Throughout the literacy block, academic learning time is increased as students work together to actively manipulate the content in a variety of ways, including concept sorts, letter tiles, word hunts, reader's theater, graphic organizers, authentic leveled text, and poetry, among many other strategies. Daily monitored independent reading practice provides students with the opportunity to apply newly learned skills and to develop vocabulary and fluency. This time rewards teachers with valuable opportunities to listen to and conference with students about their reading, and to monitor student growth.

Meeting the needs of all students is of paramount importance, and Oatville is diligent in looking for ways to improve the reading achievement for students who are working below and/or at grade level. Our teachers collaborate with the literacy instructional coach weekly, learning about new strategies and methods to assist our young readers. The paraprofessionals who serve our regular education, special education, and ESOL students provide interventions as needed. A grant-funded after-school tutoring program is offered to third, fourth, and fifth grade students whose achievement places them in the bottom 10% of their class.

Instructional strategies at Oatville are constantly being refined. This approach to reading instruction has been exceedingly successful in meeting the needs of all students, regardless of academic level or demographics.

3. Mathematics:

In order to gain access to opportunities of the future, students must have a deep understanding of mathematics. At Oatville Elementary, we use McGraw-Hill's Everyday Math to support student learning. This series presents a solid conceptual foundation of mathematical concepts through a spiraling curriculum. Students learn to utilize natural solution methods in problem solving and become reflective and resourceful lifelong learners.

This program provides developmentally appropriate hands-on and manipulative lessons that bridge important learning styles. Teachers use the program's ongoing diagnosis and intervention strategies, as well as data-driven differentiation, to ensure early childhood development and success. Staff are able to support and build the necessary foundational skills needed for future learning through intervention tools,

collaborative strategies, and a partnership with teachers of all grade levels to align student needs.

The first through fifth grade Everyday Math program balances the transition between grade levels and provides opportunities for students to learn mathematic concepts with a deep level of understanding. This program is designed to spiral; students are exposed to concepts continually. Each child communicates problem solving and reasoning methods through the use of student leaders, peer interaction, demonstration, and modeling techniques that include think, pair-share, and turn and talk to a friend. Collaboration and peer support deepen commitment to values of responsibility and respect for others as learners.

Our math curriculum includes an online resource that provides programs that challenge our advanced learners and prescribe interventions for those not meeting benchmark standards. These programs not only provide additional practice, but build student understanding through reteaching lessons designed for the student who is struggling to master a concept. At Oatville, teachers understand that extra help for struggling learners must be more than additional drill and practice.

To strengthen the skills of at-risk learners, Oatville has a plethora of additional programs to enhance student mathematical understandings. These various programs provide engaging instruction that is paced for student success. Interventions focus on understanding as the path to proficiency. Computer programs available for skills practice include Rocket Math, Success Maker, and Study Island. We utilize the MTSS process to serve student needs through one-on-one and small group instruction, volunteers, tutors, and after-school homework programs.

4. Additional Curriculum Area:

Our mission at Oatville Elementary School is "Today's Learners...Tomorrow's Leaders." The importance of empowering students to become contributing members of society is understood. Oatville is a small community school, but students receive a world-class education from great teachers. The students here have many opportunities to learn about many subject areas, such as band, vocal music, orchestra, computer technology, health and wellness. These opportunities, and many more, guide our students to be leaders of tomorrow.

Physical education and student wellness is an important component of the district curriculum, and an area of great pride in our school. The objective is to develop students who demonstrate the skills to perform a variety of physical activities, are physically fit, and value a healthy lifestyle. Each week, students spend an hour or more in a physical education class where they are exposed to many aspects of physical education. Students participate in team sports, such as basketball; individual sports, like tennis; and health and wellness programs. Citizenship skills, teamwork, and good sportsmanship are reinforced every day. Our PE instructor team-teaches with the music teacher on Fridays to teach dance, yoga, and calisthenics.

Oatville students participate in a noon fitness program. Each day, students walk a quarter mile track. They must walk at least a half-mile before they play. Each student has a card on which to log miles walked. Each time a student logs five miles, they celebrate by ringing the Oatville Bell, which has been part of our school for over fifty years. Last year, the students, with many staff members joining them, walked over 18,000 miles.

Special annual events are planned and executed by Oatville's physical education teacher. An anticipated event each spring is field day. Students enjoy an entire day engaged in organized sports and physical activities. The Body Venture is another popular learning activity. It is an exciting educational exhibit for students in grades K-5, sponsored by Child Nutrition & Wellness from the Kansas State Department of Education. Kids Against Tobacco (KAT), a fourth grade educational program that is designed to promote awareness and knowledge about the effects of tobacco, is procured by Oatville's physical education teacher each year.

The physical education experience at Oatville Elementary School demonstrates the same pursuit of excellence as do the core curriculums. This program supports the development of a healthy student, which successfully heightens academic achievement.

5. Instructional Methods:

“To advance learning for all through the relentless pursuit of excellence.” Haysville schools' mission statement is perfectly aligned with the convictions of Oatville Elementary School. In order to advance learning, we must meet each student at their academic level, removing any boundaries that inhibit success.

Differentiation is part of everyday instruction in our school. It begins with assessment data, which is used to drive instruction. This diagnostic approach allows teachers to understand each student's individual readiness for the specific continuum of skills. Explicit instruction at the students' ZPD (zone of proximal development) is then designed for small group lessons. In reading, students in the primary grades are placed in skills groups based on the phonics skills they are working on. Intermediate students are given a developmental spelling test, and their skill groups are determined by their spelling stage. Math is differentiated similarly, with at-risk students working on foundational skills, while others are challenged to move forward. In all cases, these leveled groups are fluid, allowing students to move in and out as their achievement dictates. In all core areas, instruction is scaffolded to support students of all academic levels. For example, when teaching a comprehension skill, all students may be presented with the same concept, but the level of text placed before the students accommodates his or her reading level.

Students who are in special education and those who are ESOL receive quality inclusion with the support of paraprofessionals and special education teachers. And, their specific needs are also met through pullout time with the specialized teacher, where intensive and adapted instruction is provided.

The Oatville Child Study Team, comprising specialty staff and teachers in the building, meets monthly. Students who are of concern to the classroom teachers for academic, social, emotional, or other needs, are brought to the team, and specific assessments and/or interventions are arranged and facilitated.

The implementation of many technology tools has had a tremendous impact on student achievement. Students' learning targets often require the application of technology. Students conduct research, create presentations, write, take assessments, and many other tasks with the latest technology. In addition, there are several software programs purchased for our school that naturally differentiate instruction. Study Island, Success Maker, Reading Eggs, Read Naturally, Education City, Accelerated Math/Reading are among the available programs that are designed to advance students' skills based on their individualized instructional pace. And, students receive immediate feedback, helping to cement the student's learning.

Oatville's resolve to “advance learning” is demonstrated in the commitment to differentiated instruction.

6. Professional Development:

USD 261 is passionate about continuing education. We have a fully staffed learning center which is dedicated to this mission. The learning center is the focal point of the district for professional development. The diversity of topics available for study is impressive. Technology, common core deconstruction, and content area themes are only a few options. While there are choices available, it is also the location for required professional development for all USD 261 staff. Math teachers at all levels attend “Math Academy” quarterly. The district's two math instructional coaches provide new and exciting instructional strategies to support the district math curriculum, and then follow and sustain implementation at the building level. Teachers who are new to the district are given 8 days of training before school begins to ensure they have a solid understanding of the district's adopted curriculum and initiatives. Additional literacy training is required for new teachers throughout the school year. In the summer, the Learning Center offers a two week tech camp; staff members from all over the district present technology pieces for filled-to-capacity rooms of educators.

At Oatville, we focus our staff development efforts toward data-driven instructional planning and building-wide implementation of a tiered intervention system that supports all of our students' needs. Oatville is fortunate to have many teachers who are willing to share instructional strategies, interventions, technology tips, and many other educational gems with the staff. And, the building principal is proactive in providing new and valuable subject matter and teaching approaches in both informal settings and at building inservices. Oatville's instructional coach provides regular professional development. Based on the needs of the teachers, assessment results, trends in education, or district initiatives, the instructional coach presents information to teachers at building inservices, collaborates with teachers in grade level meetings, or meets with teachers individually. The instructional coach models instructional strategies, co-plans lessons, develops interventions, and identifies appropriate materials. Recent topics for professional development with the instructional coach have included Webb's Depth of Knowledge, text complexity, close reading, and text dependent questioning. Relevant professional development for building support personnel and paraprofessionals is also facilitated by the instructional coach.

The staff at Oatville School is dedicated to the mission of being lifelong learners. Teachers who are passionate about learning are inspired about teaching.

7. School Leadership

The Oatville principal empowers teachers to utilize skills in leadership roles that support their strengths. Reading, math, assessments, and various committees are chaired by teacher leaders. These committees plan and facilitate staff in-services, team-building activities, and other opportunities for staff growth throughout the school year. Both teacher leadership and teacher empowerment are critical for student achievement and building morale.

Building relationships among the staff is an integral part of a successful school. As part of the Capturing Kids' Heart™ program, teachers and students work together to build a social contract in their classrooms. Similarly, the Oatville staff creates a social contract at the beginning of each school year and this contract is displayed at each building meeting. Relationships based on respect and trust are evident in established relationships with colleagues, students, parents, and the community. We demonstrate and understand the importance of modeling these life-enriching skills.

A strong mentoring program provides the needed support for teachers who are new to the district. Experienced teachers are chosen as mentors, and receive comprehensive training. They are then paired with new teachers placed in the same building and grade level. This structure offers a smooth transition for the new employee, as well as for the grade level team. This leadership opportunity can foster student achievement, staff cohesiveness, and teacher success.

Oatville's Building Leadership Team, consisting of the principal and instructional coach, has a direct impact on student achievement. This team conducts classroom walk-throughs regularly to provide feedback to teachers on specific goals that have been set during collaboration meetings. Grade level teams meet with support staff, the principal, and the instructional coach weekly. The school-wide social contract is utilized to establish the environment for these meetings. Conversations take place based on student data and strategies that have been observed during the walk-throughs. Staff development is provided, based on the needs of the teacher, during this time. Not only are student and teacher successes celebrated, but all members suggest viable interventions for students who are struggling. The team helps teachers set personal goals to improve student achievement. At the conclusion of the school year, the staff engages in building-wide data analysis, celebrating student achievements that occurred throughout the year. The teachers have the opportunity to reflect on specific growth achieved by students at all grade levels; we are reminded that it takes a team effort for our students to achieve success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: KSDE

Test: Kansas State Assessments

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	100	99	100	99	98
Number of students tested	57	72	68	63	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	99	100	97	100
% Advanced	100	99	100	99	88
Number of students tested	34	26	19	20	16
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	100	100	100	100	100
Number of students tested	65	56	67	56	60
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Editions/Publication Year 2005 Please let me know if this is not correct.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: KSDE

Test: Kansas State Assessment Math

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	97	100	98	100
% Advanced	100	99	100	92	100
Number of students tested	59	70	65	54	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	97	94	99	97	100
% Advanced	98	96	100	98	100
Number of students tested	5	7	5	6	7
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	98	100	100	99
% Advanced	10	100	97	100	98
Number of students tested	51	69	59	51	60
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Editions/Publication Year 2005 Please let me know if this is not correct.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: KSDE

Test: Kansas State Assessment Math

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	99	98	100
% Advanced	100	100	100	100	100
Number of students tested	55	66	62	67	68
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	99	97	98
% Advanced	100	100	100	100	99
Number of students tested	12	21	17	15	16
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	97	96	99
% Advanced	100	100	99	98	100
Number of students tested	53	60	61	62	63
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Editions/Publication Year 2005 Please let me know if this is not correct.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: KSDE

Test: Kansas State Assessment Reading
Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	97	98	100
% Advanced	100	100	98	98	100
Number of students tested	57	72	68	63	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	99	96	100	100
% Advanced	100	100	96	100	100
Number of students tested	34	26	19	20	16
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	98	98	100
% Advanced	100	100	98	98	100
Number of students tested	65	56	67	56	60
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Editions/Publication Year 2005 Please let me know if this is not correct.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: KSDE

Test: Kansas State Assessment Reading
Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	100	96	94	100
% Advanced	98	100	96	94	100
Number of students tested	59	70	65	54	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	97	100	94	89	100
% Advanced	97	100	94	89	100
Number of students tested	5	7	5	6	7
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	95	94	100
% Advanced	100	100	95	94	100
Number of students tested	51	69	59	51	60
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Editions/Publication Year 2005 Please let me know if this is not correct.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: KSDE

Test: Kansas State Assessment Reading
Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	99	98	100	96	100
% Advanced	99	98	100	96	100
Number of students tested	55	66	62	67	68
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	94	100	94	100
% Advanced	100	94	100	94	100
Number of students tested	12	21	17	15	16
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	94	100	94	100
% Advanced	100	94	100	94	100
Number of students tested	53	60	60	62	63
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Editions/Publication Year 2005 Please let me know if this is not correct.